

## CHAPTER I

### INTRODUCTION

#### **A. Research Background**

Written communication skills are central to learning. Whether in academic life, in the workplace, or in personal life. They offer a powerful advantage in a world in which people must constantly learn new information. To make the students to be able to write descriptively, they need to learn about how to visualize their mind into their writing so the reader can have a screenshot about what the students writing about. Students are also have to learn some writing technique that might help them in making a descriptive paragraph

The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Students can start their descriptive writing by finding and exploring a topic. They can go with common writing procedure that many writers usually do, which are: prewriting, writing, revising, and editing. Capturing an event through descriptive writing involves paying close attention to the details by using five senses: sight, smell, sound, taste, and touch.

Although employing all five senses in descriptive writing is central to create a quality descriptive text, such a theoretical notion is not readily applied by the students. During pre-research that the writer done within August 2012 by observing the students' writing task, the writer found that some of the students were only employing their sense of sight to describe about a person. This condition made their descriptive text not developed well.

The point of descriptive writing is to incorporate as much details as possible from a single subject. This can be done by several ways, one of them is by employing graphic organizer. Graphic organizers are visual representations that help gather and sort information. Graphic organizers help the students to understand pattern and relationship between the given information. In paragraph

writing, graphic organizer is also known as maps, because graphic organizer helps to “map out” ideas in visual way.

This research focused on improving the students’ descriptive writing ability by using graphic organizer. By employing classroom action research method, the writer choose 7<sup>th</sup> grade students of SMPN 10 Pontianak class C as subject of research. The findings of the research are expected to give contribution in the improvement of SMPN 10 especially on students’ descriptive writing skill.

Based on the fact that the writer found in the field, the students were having difficulties in gathering or exploring a topic to write about. The other problem that the students faced in writing were vocabulary problem. By having such a poor vocabulary, it was very difficult for the students to convey their idea into a proper sentence. The students were also often make errors in forming sentences, grammar and structure of the sentence was very difficult for them.

Based on the Kurikulum Tingkat Satuan Pendidikan (KTSP), there are five shorts and simple texts that have to be understood by junior high school students. There are narrative, recount, descriptive, report and anecdote, and the purpose of teaching English writing is to enable students to write English correctly. They are expected to be able to write a descriptive text about personal identities, write a descriptive text to introduce someone, understand descriptive text on a person, write a letter to describe physical description, etc.

There are several reasons why the writer focused on descriptive writing instead of narrative, procedures, and any other kinds of writing. This research was focused on improving students’ descriptive writing ability because the students had problems with descriptive text, especially in identification and description. The students was also had some difficulties in develop their idea in descriptive writing. The other problems that the students had were they are lack of vocabulary and grammar.

The English teacher in SMPN 10 also stated that the students’ score in descriptive writing is relatively low. It means that most of the students find difficulties in writing composition. The writing compositions are lack of

organization of the content, diction or choice of appropriate words for particular context or setting, and employment of grammatical and syntactical patterns. They also said that writing is a boring lesson.

What make this research different from previous research is that this research employing graphic organizer as media to help the students in improving their ability in writing descriptive.

Some similar research had been conducted concerning research on improving students' descriptive writing. For example, a research conducted by (Phimmasenh, 2011). In her research, Phimmasenh conducted a classroom action research to the first year students at SMPN 5. Her research aimed at knowing whether brainstorming technique can improve students' writing ability in descriptive text or not, how it can be implemented in the class, and the strength and weakness on brainstorming technique. The result of the research showed that the students were more highly interested and interactive in writing. Their writing improved in organization, grammar, vocabulary, content, and mechanics.

The other research about writing skill was also conducted by (Styati, 2010). Styati conducted her research to know whether clustering technique is more effective than direct instruction in teaching writing. The result of her study leads to the conclusion that students who are taught by clustering technique have better writing ability than those who are taught using direct instruction.

## **B. Research Problem**

The problem of this research is:

“How well does graphic organizer improve the students descriptive writing ability?”

## **C. Research Purpose**

In general the research purpose is to know how well graphic organizer improves students' descriptive writing ability at seventh grade students of SMPN 10 Pontianak in academic year 2012/2013

## **D. Action Hypothesis**

Based on the research problem, the action hypothesis of this research is that Graphic organizer improves the descriptive writing ability at 7<sup>th</sup> grade students of SMPN 10 Pontianak in academic year 2012/2013 class C.

### **1. Terminology**

In order to avoid misinterpretation regarding some terms used in this research, the writer provides a simple explanation as follows:

- a. Graphic organizer is a series of visual charts and tools used to represent and organize a student's knowledge or ideas.
- b. Classroom Action Research is a process through which teacher collaborate with researcher in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice.
- c. Seventh grade students of SMPN 10 Pontianak are the students who are registered as the seventh grade at SMPN 10 Pontianak they are the subjects of research
- d. Descriptive paragraph is writing that describes an object, place, or person in a way that creates a vivid impression in the reader's mind, enabling the reader to visualize what is being described, and to feel that he/she is very much part of the writer's experience.